



Little Mountain Elementary

692 Mill Street

Little Mountain, South

Grades	K-5 Elementary School	
Enrollment	247 Students	
Principal	H. Rudie Tarver	803-945-7721
Superintendent	Mr. Bennie Bennett	803-321-2600
Board Chair	Mr. Don Saylor	803-276-9765

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Excellent
2008	Good	Average
2007	Good	Below Average
2006	Good	Average
2005	Good	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

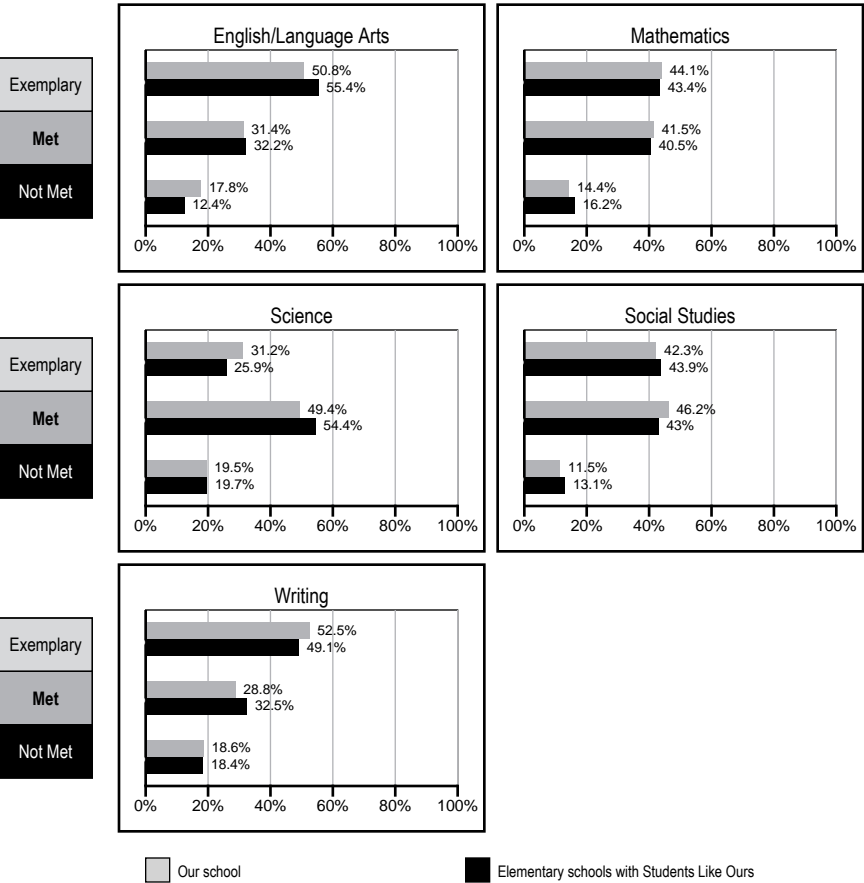
97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	4	3	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=247)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Down from 1.2%	1.2%	1.9%
Attendance rate	96.8%	Down from 97.4%	96.6%	96.3%
Eligible for gifted and talented	22.5%	Up from 22.3%	20.0%	10.0%
With disabilities other than speech	5.3%	Up from 4.8%	5.5%	7.7%
Older than usual for grade	0.0%	No Change	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.4%	0.0%	0.0%
Teachers (n=17)				
Teachers with advanced degrees	94.1%	Up from 78.9%	61.4%	59.4%
Continuing contract teachers	94.1%	Up from 78.9%	80.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.8%	Down from 89.2%	87.6%	85.9%
Teacher attendance rate	95.6%	Up from 93.2%	95.5%	95.1%
Average teacher salary*	\$47,571	Up 8.9%	\$49,201	\$47,149
Professional development days/teacher	19.8 days	Up from 16.3 days	11.5 days	11.1 days
School				
Principal's years at school	22.0	Up from 21.0	3.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 18.0 to 1	19.9 to 1	18.8 to 1
Prime instructional time	90.0%	Down from 90.3%	91.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.8%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,049	Up 14.1%	\$6,586	\$7,458
Percent of expenditures for instruction**	65.6%	Down from 66.7%	71.7%	68.8%
Percent of expenditures for teacher salaries**	63.7%	Down from 64.4%	66.8%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Little Mountain Elementary School is in the southeastern section of Newberry County and serves 242 students in grades K through 5. All grade levels provide students with balanced literacy instruction which includes reading, researching, and writing across the curriculum. Hands-on experiences from FOSS, AIMS, and GEMS enrich math and science programs. A wide variety of texts and computer programs enhance learning in all areas of the school's curriculum. Regular use of rubrics and a publishing center have helped improve students' writing. The school's leadership/data analysis team regularly analyzes test data in order to monitor students' progress and to assist teachers in designing classroom experiences that meet students' needs.

The majority of teachers have advanced degrees while others are working toward this goal. Three teachers have National Board Certification. Our teachers participate in many professional development opportunities in a variety of areas. Among them is a yearlong book study club in which they will continue to participate over the course of the next school year. These professional reading study groups provide opportunities for teachers to generate conversations related to applying best practices across the grade levels.

Our faculty works diligently to enable our students to enjoy and appreciate the arts through field trips, assemblies, and community involvement. Students participate in many school-to-work activities. Parents and community members further educate students by sharing experiences about their jobs during our career fair. Little Mountain Elementary School, the PTO, and the community work hard to keep our students continuously learning in a safe and caring environment.

Some accomplishments are as follows:
LME students scored 56.20% proficient/advanced on PACT ELA; 49.3 % on Math; 54.6% on Science; and 57.4% on Social Studies;
LME is accredited by Southern Associations of Colleges and Schools;
LME students raised over \$4,736.33 for the Relay for Life, Jump Rope for Heart, and St. Jude's Math-A-Thon; Mad Science after school program;
Fifteen fourth and fifth grade students qualified for Duke TIP program and eight applied;
LME teachers received funded grants for classroom supplies and equipment;
and LME utilizes a comprehensive developmental guidance and counseling program that promotes and enhances the total learning process.

Teaching Today's Students to become Tomorrow's Leaders.

Rudie Tarver, Principal Ron Abrams, SIC Chairperson June 15, 2009

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	36	30
Percent satisfied with learning environment	92.9%	100.0%	93.3%
Percent satisfied with social and physical environment	100.0%	97.2%	100.0%
Percent satisfied with school-home relations	92.9%	88.9%	96.7%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 9 out of 9 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.4%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	119	100	17.8	31.4	50.8	92.4	77.5	82.8	Yes	Yes
Gender										
Male	66	100	26.2	29.2	44.6	89.2	72.1	79.3	N/A	N/A
Female	53	100	7.5	34	58.5	96.2	83.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	94	100	12.9	28	59.1	94.6	86.4	89.5	Yes	Yes
African American	21	100	38.1	47.6	14.3	81	68	73.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	70.7	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	11	100	72.7	9.1	18.2	45.5	45.1	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	68.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	30	100	26.7	53.3	20	90	70.8	75.5	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	119	100	14.4	41.5	44.1	91.5	73.8	78.9	Yes	Yes
Gender										
Male	66	100	18.5	44.6	36.9	89.2	71.6	77	N/A	N/A
Female	53	100	9.4	37.7	52.8	94.3	76.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	94	100	6.5	43	50.5	96.8	84.1	87.2	Yes	Yes
African American	21	100	42.9	38.1	19	71.4	60.6	66.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	75.6	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	11	100	63.6	18.2	18.2	36.4	40.8	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	73.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	30	100	26.7	53.3	20	83.3	65.3	70.2	I/S	I/S

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	78	100	19.5	49.4	31.2	80.5	60.1	67.5
Gender								
Male	44	100	23.3	48.8	27.9	76.7	59.9	67
Female	34	100	14.7	50	35.3	85.3	60.4	68
Racial/Ethnic Group								
White	62	100	13.1	52.5	34.4	86.9	73.3	79.5
African American	14	100	42.9	35.7	21.4	57.1	43.8	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	55.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	26	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	54.5	59.6
Socio-Economic Status								
Subsided meals	19	100	36.8	47.4	15.8	63.2	48.4	55.1

Social Studies

All Students	79	100	11.5	46.2	42.3	88.5	63.6	72.3
Gender								
Male	44	100	9.3	53.5	37.2	90.7	59.3	71.5
Female	35	100	14.3	37.1	48.6	85.7	68.2	73.2
Racial/Ethnic Group								
White	60	100	6.8	44.1	49.2	93.2	74	80.7
African American	17	100	23.5	52.9	23.5	76.5	50.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	65.2	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	33.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	62.6	67.9
Socio-Economic Status								
Subsided meals	22	100	18.2	63.6	18.2	81.8	54.3	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	120	100	18.6	28.8	52.5	81.4	62.6	70.2	96.8	95.8
Gender										
Male	67	100	26.2	32.3	41.5	73.8	52.4	63.2	96.8	95.6
Female	53	100	9.4	24.5	66	90.6	73.6	77.5	96.7	96
Racial/Ethnic Group										
White	95	100	11.8	28	60.2	88.2	73.8	79.1	96.7	95.7
African American	21	100	47.6	33.3	19	52.4	48.8	57.6	97.2	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.2	97.2	97
Hispanic	1	I/S	I/S	I/S	I/S	I/S	61.8	62.6	97.2	95.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	68.7	94.8	94.7
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	20.1	26.1	96.1	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.6
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	59.7	61.2	97.2	95.9
Socio-Economic Status										
Subsidized meals	30	100	36.7	26.7	36.7	63.3	52	58.9	96.3	95.3

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	45	100	24.4	15.6	60	75.6
	4	38	100	21.6	37.8	40.5	78.4
	5	36	100	5.6	44.4	50	94.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	45	100	26.7	31.1	42.2	73.3
	4	38	100	10.8	54.1	35.1	89.2
	5	36	100	2.8	41.7	55.6	97.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	22	100	27.3	40.9	31.8	72.7
	4	38	100	21.6	54.1	24.3	78.4
	5	18	100	5.6	50	44.4	94.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	23	100	26.1	52.2	21.7	73.9
	4	38	100	5.4	45.9	48.6	94.6
	5	18	100	5.6	38.9	55.6	94.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	45	100	17.8	28.9	53.3	82.2
	4	39	100	24.3	35.1	40.5	75.7
	5	36	100	13.9	22.2	63.9	86.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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